

A4 Collection Analysis

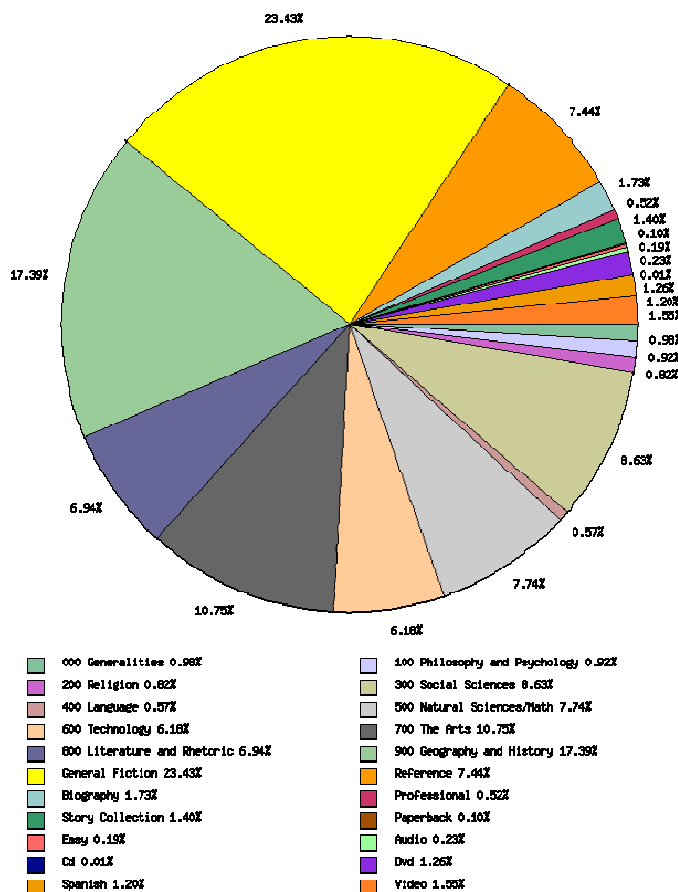
COLLECTION ANALYSIS – Frank R. Walkup Library John Muir High School

GOAL: To describe the Frank R. Walkup Library and Research Center (LRC) collection in size and content with a focus on future selection and deselection of materials to support the John Muir High School curriculum and recreational reading needs of a diverse student population.

PRODUCT: This analysis was created using industry standard guidelines available through the California School Library Association (CSLA), the American Association of School Librarians and the California Department of Education and data compiled using Titlewise collection management and reporting tools from Follett Library and data compiled for the annual California School Library Survey. The purpose of this analysis is to provide a graphic-based representation of the current state of the collection, its growth and trends over time for the John Muir High School administrative faculty and the School Site Council.

What is the size of the LMC current collection?

The current collection includes 14430 individual volumes of which 12,743 are separate titles. These numbers do not include the textbook collection. There are approximately 12.5 books per students and the average publication date is 1988. The collection is divided 70% nonfiction and 30% fiction. The four largest Dewey Decimal subdivisions are Geography & History, The Arts, Technology and Social Sciences. This is reflective of John Muir High School's (JMHS) curricular needs. Only 1.2% of the collection is in languages other than English, although Spanish and French are or have been offered as classes during the last five to ten years. Materials available in non-print formats comprise 3% of the total collection. The library currently subscribes to less than six periodicals. The following chart graphically depicts the division of the collection by Dewey Decimal Classification (DDC) and material type.



What is the trend in the size of the collection over time?

The trend in the size of the JMHS library collection has been consistently stable with a gradual increase in number of holdings. From 2003 to 2011, the number of copies has increased by approximately 2720 copies or approximately three hundred copies per year. A significant portion of this annual increase can be attributed to the standing order held with Junior Library Guild for eighty to one hundred new titles purchased every year. Most of these additions are fiction titles. But it can only partially account for the change in the fiction collection from 4.5% of the total collection in 2003 to 24.5% of the current collection. Based on the fiction collection alone, it is obvious that a significant deselection plan was implemented between 2004 and 2006 and a less aggressive selection plan was begun in 2009. Two curricular initiatives, the implementation of curricular academies, in 2008, and the adoption of Renaissance Learning's Accelerated Reader program, in 2009, have focused the acquisition of new materials.

It should be noted that approximately 400 books are shelved in a separate space from the main library collection and are inaccessible to staff or students. These books are not included in the JMHS library's Destiny online catalog and are considered a special collection of historical or valuable material. They are in the process of being evaluated for deselection or re-addition to the main collection.

Although the trend in the number of holding has not changed considerably, the trend in the number of books per student, however, has changed significantly. In 2003, the student population was near 1400 and the book to student ration was 1:8. By 2011, the ratio has changed to 1:12. This drastic change is contributable to the drop in enrollment not the increase in the size of the collection.

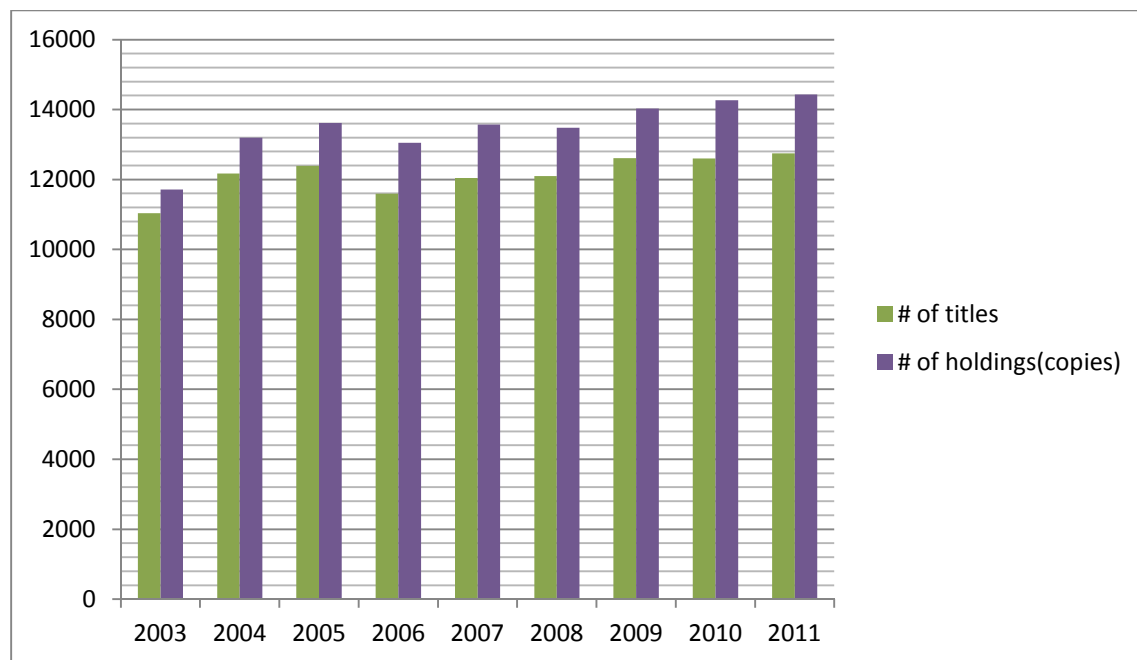
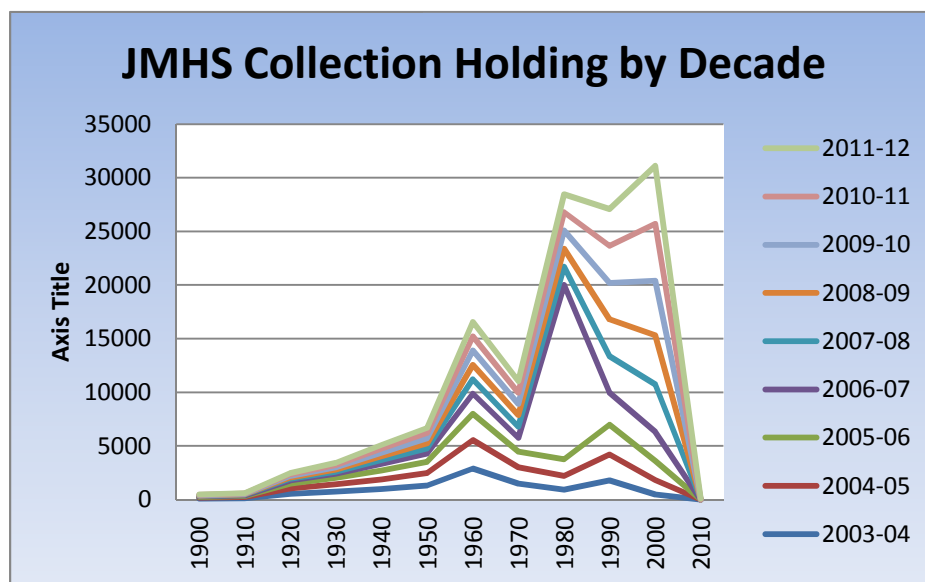


Figure 1 Collection Statistics from Titlewave Analysis 2003-2011

What is the trend in the currency of the collection?

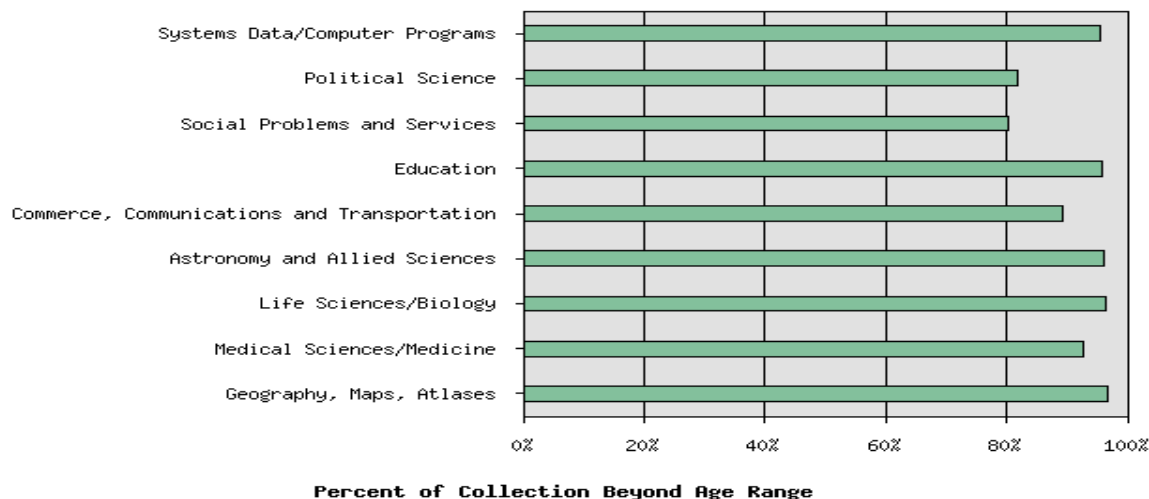
The currency of the collection has also been addressed since the library staff began maintaining statistics on the collection eight years ago in 2003, though unsuccessfully.



Through intensive weeding of the collection, the average publication date of the nonfiction collection has increased by 22 years from 1966 during the 2003-04 school year to 1988 during the 2010-11 school year. The entire collection remains outdated using the California Department of Education

Curriculum Frameworks and Instructional Resources Division's guidelines for weeding and deselection. "The age of the library books is as important as the number of books available to students." The library collection at JMHS remains outdated and its accuracy and relevancy are questionable. Based on publication date alone, the majority of the collection is over 10 years old. Indicative DDC divisions relevant to the curriculum, such as Technology and Social Sciences, have average publication dates of 1983 and 1993.

The chart below uses Follet's more restrictive measure of 5 years than the CDE recommendations of 5 to 15 years or the guidelines available from the various library associations, but it illustrates the current situation. Comparing these suggested numbers to



those listed in the “Managing Collections” chapter of Peggy Johnson’s *Fundamentals of* much of this collection should be considered for replacement.

What is the physical condition of the current collection?

The majority of the collection is located in two separate rooms. The rooms are large with good indirect lightening via large windows. There is plenty of shelf space to store and display the collection. Students have tables and countertops to work on.

Overall the collection is in adequate physical condition. The heavily used fiction in the collection in the Reading Room shows significant wear and tear on the materials but consistent book repair or replacement keeps it in good physical condition. The majority of these titles have been acquired within the last five years and limited access to the library has limited their use. Though these books are the most heavily used, they can be expected to last on the shelves for several more years. It is library policy to purchase library bound books and limit the number of paperbacks purchased so the majority of the collection can handle a large number of circulations.

The nonfiction and reference collections are used less often but are not in as good physical condition. The books in these areas are older and do not receive the same attention as books that circulate more frequently. Most books are pulled from circulation for repair immediately after they have been checked back in. Others are pulled when books are shelved. The remaining titles are checked infrequently when shelves are read.

The non-print collection is very small. Audio and video materials are shelved in the librarian’s office. Circulation is limited to staff and faculty only so the material is also in good physical condition.

The library maintains a few periodicals in bound volumes that are in need of rebinding. The age and condition of the pages keeps the staff from repairing them in-house.

What is the quality of the current collection?

This collection has been managed using material based criteria. There is evidence that it was once a quality, well-rounded, general high school collection but with the curriculum changes at this school, a patron or curriculum centered approach is now required. The collection at the Frank R. Walkup Library and Research Center has mixed success in supporting John Muir High School’s curriculum. In some areas, the quality of the collection is above average. The Literature and Rhetoric DDC division is well stocked and the classics are well represented. This portion of the collection now is a much larger percentage of the whole collection than it was ten years ago even though the size of the total collection has remained relatively constant. The Geography and History division now occupies a smaller percentage but is also of good quality and useful. Although dated, it often meets student needs. The fiction collection is large and current enough to meet student needs for class assignments and recreational reading.

The rest of the collection's quality is either modestly improving or nonexistent. The core curriculum areas of Math and Science are underrepresented. There are very limited resources for world language students who are required to read in a language than English. Social Science and other subjects specific to the Business and Entrepreneurship Academy have been inadequately addressed through the acquisition of biographies. The Sciences, especially those explored through the Engineering and Environmental Academy, have not been addressed at all. Students must use only online resources to complete their academy assignments and projects. Although the Math collection is adequate, the availability of newly published materials, based on writing across the curriculum initiatives, highlights the poor quality of the materials shelved there. Overall, the quality of the nonfiction collection can be best described as poor but improving.

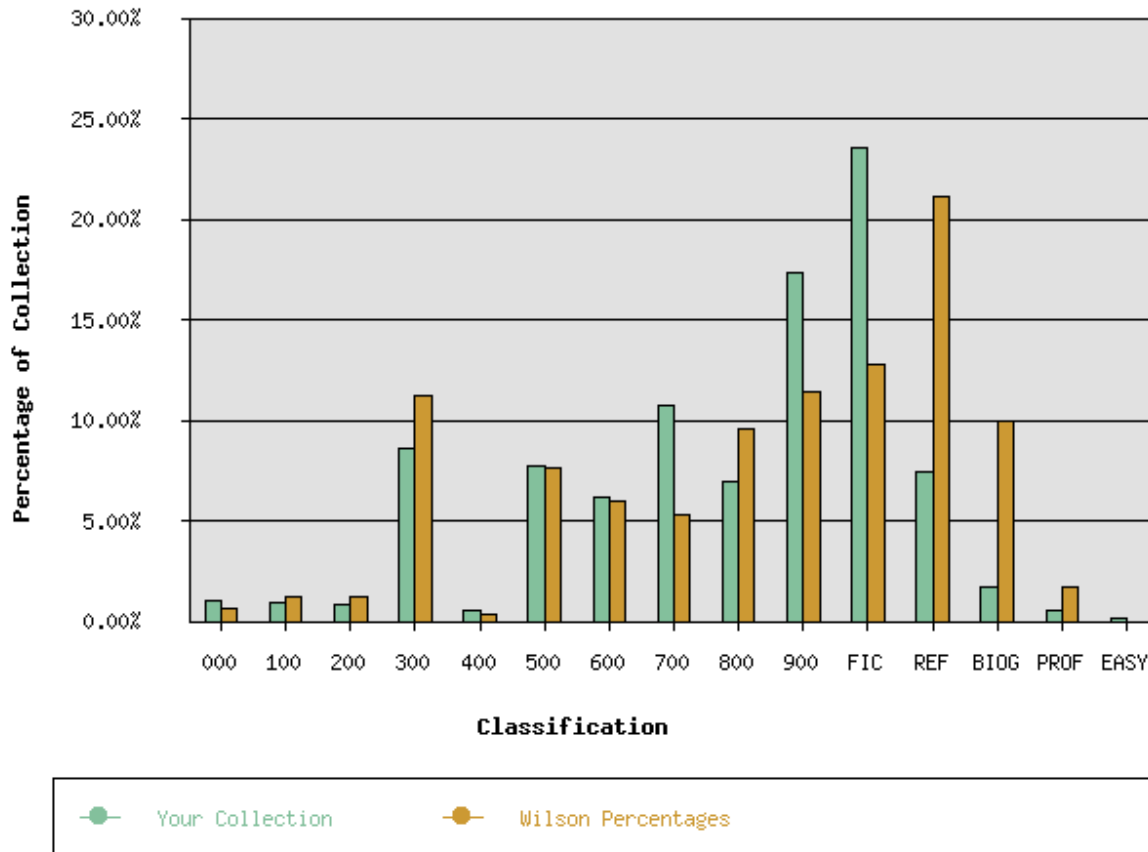
How does the current collection compare with other schools, state and national standards?

Using recommendations from several sources, the JMHS library collection, like many in California, is at risk. The collection is lacking in several key areas.

A Brief Comparison – Recommendation vs. JMHS Actual			
	Strong School Libraries / CSLA	CA Library Program Standards	John Muir High School
Book per Student	25+	28	12.5
Periodical subscriptions	50+	15+	5
Reference addresses all curricular areas	Yes	not addressed	No
% of print collection meets needs of diverse student populations	5%	not addressed	1.20%
online service available	20+	2	2

Comparing this collection with other high school library collection in the Pasadena Unified School District, it is not in an isolated situation. Each school has low student to book ratios and the number of periodical subscriptions is similar. The schools all share the online database subscriptions. Only one other high school has an additional database. Statistics on the school library collections and programs are sporadically available district-wide.

Using the Follett comparison tool reiterates the areas where more collection development work needs to be focused. The tool compares the average age, number of titles, and percentages of the main Dewey ranges of the collection with those of grade-appropriate Wilson's catalogs. This collection meets or exceeds comparisons with the Wilson list but lacks balance in the fiction, reference and history collections. It is comparably less in Dewey ranges that represent the school's current curriculum initiatives.



What impact has spending over time had on both the size and quality of the current collection?

The administration at John Muir has obviously been supportive of collection development in the library over the years. The statistics available through the Follett Titlewise analyses and the California School Libraries Survey prove that money and time have been spent to improve the quality and maintain the size of the library's collection. However, the statewide budget crisis and the resulting local crises have resulted in library collections throughout California, are evident in the lack of a formal budget for the library program, the inconsistent staffing over the last four years and the disconnection between the development of the school's curriculum and the library's collection. The latter being the most significant. As new curriculum initiatives have been introduced, a commitment to developing the library, its collection and its program should also be included. Without adequate staffing this is difficult but still necessary. Several committees and focus groups have been formed to meet curricular needs. Including library needs on their agendas or creating a new group to address them should be the next step in formulating a Collection Development Plan. After all, the library cannot support the curriculum if it is not supported in turn.

Implications for Growth

There are several policy questions that need to be addressed in order to continue improving and growing this collection. Since use of the material in the library has declined in recent years, it would be wise to consider taking the library online so that it would be more available to students outside of the library. This would suggest that online resources should be a priority especially for those subject areas that directly support the Academy curriculums. In addition, access policies will need to be established. Will students be allowed and encouraged to use subscription databases off campus? Building knowledge based learning centers using Google tools or other Web 2.0+ tools could also be an effective way to make the materials available directly to students where they are. The library already has two wiki-based sites where information is gathered in a convenient place for them. One supports their work on Academy assignments and projects and the other focuses on information literacy skills.

As for the physical collection, there is still a lot to be done. Although significant progress has been made in weeding the collection and purchasing more current titles, it is not something that can only be done as an occasional project and still be effective. A long range plan for continued weeding and, more importantly, for purchasing new materials, needs to be developed.

The Reference Collection needs to be heavily weeded,. As important as it is to have hard copy reference material available, this is no longer the first place that students or their teachers look for answers. New editions should be purchased of ready reference tools but one or two current sets of encyclopedia is probably sufficient rather than the six sets that were previously part of the collection. They should be updated every 2 to 4 years. Consideration for replacing other reference sources with online or digital sources would make them easier to keep current and be less expensive.

We have been actively doing an information needs assessment on the use of periodical. Students seem to prefer to use magazines as recreational reading material and full-text databases for journal articles. Since those kinds of databases are limited to only two in our library, we will need to consider subscriptions to some of the journals that would be specific to the curriculum.. We have received a subscription for one of the school's business partners for the Journal of the American Institute of Architects. Other partners may be willing to donate appropriate journals as well.

Other ongoing selection and acquisition activities focus on books in Spanish for the diverse populations of Spanish speakers and learners on campus, eReaders and eBooks to support Accelerated Reader and titles in subjects that help students create business plans. There were some purchases made to support the environmental science assignments in Biology and Chemistry but they are not on the shelf. They arrived during a period where the library was not staffed and need to be located and added to the collection.

The most important implication for growth of the John Muir High School library collection is the selection policy. There needs to be a change of focus from a literature-based collection using

material based criteria to a patron centered collection using curriculum-centered criteria and newer technologies.

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